



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Se Do Mo Cha Elementary School

SAU: RSU 68 / MSAD 68

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2010-2011 NCLB Report Card



School: Se Do Mo Cha Elementary School
SAU: RSU 68 / MSAD 68
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	57	54	95	63	65	65	0	63	35	2	53	1
	2009-2010	61	58	95	78	78	73	22	55	17	5	58	0
Female	2008-2009	28	26	93	69	69	70	0	69	27	4		
	2009-2010	32	32	100	75	75	76	22	53	22	3		
Male	2008-2009	29	28	97	57	61	60	0	57	43	0		
	2009-2010	29	26	90	81	81	69	23	58	12	8		
Caucasian/White	2008-2009	57	54	95	63	65	66	0	63	35	2		
	2009-2010	60	57	95	77	77	74	23	54	18	5		
African American/Black	2008-2009	0	0				42						
	2009-2010	0	0				46						
Hispanic	2008-2009	0	0				51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	1	1	100			66						
Economically Disadvantaged	2008-2009	26	23	88	52	50	53	0	52	48	0		
	2009-2010	32	30	94	73	73	62	17	57	17	10		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	5	83	20		36	0	20	80	0		
	2009-2010	8	6	75			38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Se Do Mo Cha Elementary School
SAU: RSU 68 / MSAD 68
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	77	77	100	74	74	71	3	71	22	4	77	0
	2009-2010	62	60	97	72	72	67	12	60	22	7	59	1
Female	2008-2009	39	39	100	74	75	75	3	72	26	0		
	2009-2010	29	28	97	71	71	71	25	46	25	4		
Male	2008-2009	38	38	100	74	74	67	3	71	18	8		
	2009-2010	33	32	97	72	72	63	0	72	19	9		
Caucasian/White	2008-2009	75	75	100	73	74	71	3	71	23	4		
	2009-2010	62	60	97	72	72	68	12	60	22	7		
African American/Black	2008-2009	2	2	100			53						
	2009-2010	0	0				43						
Hispanic	2008-2009	0	0				66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009	0	0				71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	34	34	100	62	63	60	3	59	32	6		
	2009-2010	30	28	93	68	68	56	4	64	18	14		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	7	7	100	14	14	43	0	14	43	43		
	2009-2010	7	6	86			34						
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Se Do Mo Cha Elementary School
SAU: RSU 68 / MSAD 68
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	57	54	95	67	70	70	19	48	24	9	53	1
	2009-2010	61	58	95	64	64	62	22	41	24	12	58	0
Female	2008-2009	28	26	93	62	69	68	23	38	23	15		
	2009-2010	32	32	100	59	59	61	25	34	31	9		
Male	2008-2009	29	28	97	71	71	71	14	57	25	4		
	2009-2010	29	26	90	69	69	63	19	50	15	15		
Caucasian/White	2008-2009	57	54	95	67	70	71	19	48	24	9		
	2009-2010	60	57	95	63	63	63	23	40	25	12		
African American/Black	2008-2009	0	0				45						
	2009-2010	0	0				31						
Hispanic	2008-2009	0	0				50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	0	0				70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	1	1	100			54						
Economically Disadvantaged	2008-2009	26	23	88	61	64	58	17	43	22	17		
	2009-2010	32	30	94	57	57	50	13	43	23	20		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	5	83	40		46	0	40	40	20		
	2009-2010	8	6	75			33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Grade: 04



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	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	77	77	100	71	71	66	18	53	23	5	77	0
	2009-2010	62	60	97	62	62	62	10	52	28	10	59	1
Female	2008-2009	39	39	100	72	70	66	13	59	26	3		
	2009-2010	29	28	97	57	57	62	18	39	32	11		
Male	2008-2009	38	38	100	71	71	67	24	47	21	8		
	2009-2010	33	32	97	66	66	63	3	63	25	9		
Caucasian/White	2008-2009	75	75	100	71	70	67	17	53	24	5		
	2009-2010	62	60	97	62	62	63	10	52	28	10		
African American/Black	2008-2009	2	2	100			46						
	2009-2010	0	0				36						
Hispanic	2008-2009	0	0				61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	34	34	100	62	60	54	12	50	29	9		
	2009-2010	30	28	93	50	50	50	4	46	36	14		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	7	7	100	14	14	41	0	14	29	57		
	2009-2010	7	6	86			36						
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School:	Se Do Mo Cha Elementary School
SAU:	RSU 68 / MSAD 68
Grade:	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98 99	99 99	76	76 60	71 69	98	98 99	99 99	65	66 54	63 61	95	94	95
Caucasian/White	98	98 99	99 99	75	76 59	71 69	98	98 99	99 99	65	66 55	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	97	97 98	99 99	68	71 54	60 56	97	97 98	99 99	55	56 50	50 47			
Students with Disabilities	*	* 96	97 98	*	30 18	36 28	*	* 96	97 98	*	25 25	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	15	8	5	0	0	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>